

*NCA Self Study*  
*Criterion 3 Documents*

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Eastern Illinois University

Year 2012

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Report of On-Site Evaluation

Association for Education in Journalism & Mass  
Communication  
Eastern Illinois University

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Report of On-Site Evaluation  
ACEJMC  
Undergraduate program

2011– 2012

Name of Institution: Eastern Illinois University  
Name and Title of Chief Executive Officer: William L. Perry, President  
Name of Unit: Department of Journalism  
Name and Title of Administrator: James Tidwell, Chair

Date of 2011 - 2012 Accrediting Visit: October 10 – 12, 2011

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit October 16 – 19, 2005  
Recommendation of the previous accrediting team Reaccreditation  
Previous decision of the Accrediting Council Reaccreditation

Recommendation by 2011 - 2012 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Ann M. Brill, Dean  
Organization/School: William Allen White School of Journalism and Mass Communications, University of Kansas

Signature \_\_\_\_\_

Name and Title: Charlyne Berens, Associate Dean  
Organization/School: College of Journalism and Mass Communications, University of Nebraska - Lincoln

Signature \_\_\_\_\_

Name and Title: Phillip Jeter, Chair  
Organization/School: Department of Mass Communications, Winston-Salem (NC) State University

Signature \_\_\_\_\_

Name and Title: Merrill Rose, Principal  
Organization/School: Merrill Rose, LLC

Signature \_\_\_\_\_

### PART I: General information

Name of Institution: Eastern Illinois University

Name of Unit: Department of Journalism

Year of Visit: 2011

1. Check regional association by which the institution now is accredited.

- ☐ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☒ North Central Association of Colleges and Schools
- ☐ Northwest Association of Schools and Colleges
- ☐ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary.

- ☐ Private
- ☒ Public
- ☐ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

•110 Illinois Compiled Statutes 665/10-1 to 10-110

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- ☒ Yes
- ☐ No

If yes, give the date of the last accrediting visit: 2005

5. When was the unit first accredited by ACEJMC?

1982

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or the most recent revision.

Eastern Illinois University Department of Journalism

Vision Statement

(Revised by the faculty: March 7, 2011)

(Revised by the faculty: Dec. 8, 2010) (Approved by the faculty: April 22, 2005)

The Department of Journalism is committed to excellence in teaching, in professional and creative activity, and in service to journalism and public relations.

The department will promote excellence in learning by encouraging students to become skillful communicators, critical thinkers, knowledgeable media consumers and users, and ethical leaders capable of understanding and protecting the democratic process. An enriched professional environment will encourage students to gain the experience and skills essential to life-long learning. The faculty will assure excellence in teaching that reflects the diverse heritage that enriches a free and democratic society and prepares students for an ever-changing media landscape. The faculty will educate students to understand the role of journalistic media in a multicultural, diverse and ever- changing national and international communications environment.

The faculty will promote quality integrative learning and undergraduate research experiences for students.

The faculty will demonstrate a commitment to lifelong learning through continuing scholarly, creative and professional activities.

The faculty will demonstrate excellence in service through a commitment: (1) to develop a media-literate society through cultural and educational enrichment for journalism consumers, educators and students in Illinois, for Eastern students and for journalism majors, (2) to broaden the practice and understanding of the communication of public information so crucial to the preservation of a free and democratic society, (3) to provide opportunities for continuing intellectual development for journalism and public relations professionals, and (4) to contribute to department, college and university committees, activities, programs and service.

The Department of Journalism will provide education that is (1) durable enough to weather changes in the careers of our alumni, (2) flexible and broad enough to span the time and space of their lives and careers, (3) responsive to the changes in the discipline, and (4) practical and successful in teaching students how to communicate knowledgeably, critically, ethically and effectively.

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of \_\_\_\_\_ weeks

Summer sessions of 4, 6 and 8 weeks

Intersessions of \_\_\_\_\_ weeks

8. Check the programs offered in journalism/mass communications:

☒ Four-year program leading to Bachelor's degree

☐ Graduate work leading to Master's degree

☐ Graduate work leading to Ph.D. degree

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

120 semester hours

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

3 semester hours

11. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Concentration in Writing and Reporting	James Tidwell
Concentration in Editing	James Tidwell
Concentration in Design	James Tidwell
Concentration in Photojournalism	James Tidwell
Concentration in Public Relations	James Tidwell
Concentration in New and Emerging Media	James Tidwell
Concentration in Broadcast News	James Tidwell

12. Number of full-time students enrolled in the institution:

10,248 FTE

13. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty	Undergraduate majors
Concentration in Writing and Reporting	8
Concentration in Editing	4
Concentration in Design	4
Concentration in Photojournalism	9
Concentration in Public Relations	6
Concentration in New and Emerging Media	4
Concentration in Broadcast News	20
No Concentration or Undecided	90
TOTAL	145

14. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term.

Fall 2011

JOU 2101-001	News Writing	10
JOU 2101-002	News Writing	14
JOU 2101-003	News Writing	13
JOU 2101-004	News Writing	12
JOU 2901-001	Copy Editing	11
JOU 2901-002	Copy Editing	12
JOU 2950-001	Visual Communication	14
JOU 2950-002	Visual Communication	15
JOU 3000-001	Advanced Reporting	14
JOU 3000-002	Advanced Reporting	14
JOU 3001-001	Photojournalism	15
JOU 3002-001	Multimedia Journalism	11
JOU 3002-002	Multimedia Journalism	14
JOU 3102-001	Feature Writing	10
JOU 3300-001	Publication Design	14
JOU 3610-001	Broadcast News Writing	14
JOU 3703-001	Online Journalism	10
JOU 3705-001	PR Writing	15
JOU 3800-001	Advanced Editing	8

Spring 2011

JOU 2101-001	News Writing	14
JOU 2101-002	News Writing	14
JOU 2101-003	News Writing	11
JOU 2101-004	News Writing	11
JOU 2901-001	Copy Editing	14
JOU 2901-002	Copy Editing	17
JOU 2950-001	Visual Communication	14
JOU 2950-002	Visual Communication	16
JOU 2950-003	Visual Communication	16
JOU 3000-001	Advanced Reporting	15
JOU 3000-002	Advanced Reporting	13
JOU 3002-001	Multimedia Reporting	14
JOU 3002-002	Multimedia Reporting	14
JOU 3102-001	Feature Writing	9
JOU 3300-001	Publication Design	14
JOU 3610-001	Broadcast News Writing	13
JOU 3620-001	Elec. News Gathering	17
JOU 3950-001	Comp. Assisted Reptg	7

JOU 4751-001	Adv. Photojournalism	10
JOU 4760-001	Adv. Publication Design	3
JOU 4661-001	Adv. New Media Design	5
JOU 4770-001	Opinion Writing	7
JOU 4920-001	Case Studies in PR	4

15. Total expenditures planned by the unit for the 2011 – 2012 academic year:

The beginning balance of the operating budget for FY12 is \$15,000. The dean of Arts and Humanities usually supplements this amount with additional monies during the year. At this point there is no way to estimate how much supplemental money might be available for 2011-2012. When salaries and funds from the equipment, instructional support and gift accounts are included, expected expenditures for FY12 will be \$1,083,000.

- Percentage increase or decrease in three years: decrease of 7.7 percent
- Amount spent this year on full-time faculty salaries: \$1,002,400.

16. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc. (Full-time faculty refers to those defined as such by the unit.)

Lola Burnham, assistant professor  
Janice Collins, assistant professor  
Joe Gisondi, associate professor  
Dan Hagen, instructor  
Les Hyder, professor  
Terri Johnson, associate professor  
Eunseong Kim, assistant professor  
Bryan Murley, assistant professor  
Brian Poulter, professor  
Sally Renaud, associate professor (sabbatical leave fall semester 2011)  
John Ryan, professor  
James Tidwell, professor  
Liz Viall, instructor

17. List names of part-time/adjunct faculty teaching at least one course in Fall 2011. Also list part-time faculty teaching in Spring 2011.

Doug Lawhead  
Beth Heldebrandt

18. Schools on the semester system: For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year		80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2010-2011 academic year	Total Graduate				
	<u>34</u>	<u>34</u>	<u>100</u>	<u>34</u>	<u>100</u>
2009-2010 academic year		<u>35</u>	<u>100</u>	<u>34</u>	<u>97</u>



## **PART II — Standard 1: Mission, Governance and Administration**

### **Unit performance with regard to indicators:**

- (a) The unit has a mission statement and engages in strategic or long-range planning that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The unit has a mission statement speaking to its values and priorities. Although its title is only Journalism, the unit includes public relations in its mission statement. The mission statement was written in 2005 and revised in 2010 and 2011.

The unit does not have a strategic plan. According to the self-study document, the unit is not required by the university to have a strategic plan, and no formal department planning takes place. However, the unit uses its annual fall retreat to engage in long-range planning in the form of discussion. The dean verified that and added that the university is beginning a campus-wide strategic planning process. She said that setting campus initiatives is top-down, but the units still engage in budget and course planning. The units are expected to work toward the provost's goals.

- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The unit is governed by a series of bylaws established by the faculty. In addition, faculty are part of the union, and adhere to the rules of the EIU/UPI Agreement. Changes in curriculum originate with the unit's committee for curriculum, are forwarded to the College of Arts and Humanities Curriculum Committee and then to the university's Council on Academic Affairs for approval. Other faculty committees focus on technology, assessment, outreach and service (alumni), scholarship, and occasional unit needs, i.e. search committees.

- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The unit's chair is evaluated annually by the dean; every three years the dean evaluates the chair using the Administrative Performance Appraisal Instrument. The chair's last review from that instrument was 2009, and he was reappointed to a three-year term ending June 30, 2012. The provost wrote at the time of the reappointment that the chair has significant leadership skills. The chair's 2010-2011 evaluation from the dean gave the chair high marks for his shepherding the unit through budget challenges and pressure from external forces. The dean says the chair's commitment is both "admirable and worthy of emulation." Faculty also speak highly of the chair's leadership in which he fosters faculty development and ongoing curriculum assessment. The chair has high visibility on campus and among the alumni and professionals.

- (d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The chair is selected by established policies in which the unit faculty and the dean agree to either an internal search or a national external search. If the current chair wishes to continue, the dean consults with the faculty, conducts a more formal review and makes a decision on those factors. The chair has a job description with a list of duties and responsibilities; he also teaches each year.

- (e) Faculty, staff and students have avenues to express concerns and have them addressed.

Students, staff and faculty follow a process for issues that begins with a personal conversation between the two parties or with the chair. The next level, if the issue is not resolved, is a meeting with the dean. If the issue is covered under union rules, those policies come into play.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 2: Curriculum and Instruction**

### **Unit performance with regard to indicators:**

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.

For academic year 2009-10, the unit was in 100 percent compliance with the rule requiring 80 hours outside the major and 97 percent compliant with the 65-hour rule in liberal arts. For the 2010-11 year, the unit was in 100 percent compliance on both rules.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

The curriculum has a strong, clear focus on professional skills. Of the nine courses required in the journalism core curriculum, five (six if we include the practicum) are aimed at developing skills such as reporting, news writing, editing, visual communication, and multimedia journalism. The three remaining core courses focus on theories and concepts such as Journalism and Democracy, ethics and communication law. As students move into their concentrations – such as Writing and Reporting – the focus remains on building skills.

As part of its assessment effort, the unit has also tied the curriculum closely to the Council's core values and competencies (in effect through 2009), with course objectives framed around them. However, not all syllabi appear to directly state how course objectives correlate with the ACEJMC values and competencies.

Overall, majors need 120 semester hours to graduate. The journalism curriculum requires a core of 27 or 28 hours. (The one-credit-hour practicum may be waived if a student can show equivalent experience.) The core courses include the skills and conceptual courses noted above. In addition, students must select one Media and Society course from among six courses that include such things as Women and the Media, Public Relations in Society, Race, Gender and the Media and International Journalism and the World Press. They may take a maximum of 12 hours of elective courses in Journalism to complete the 39- or 40-hour requirement.

The elective credits may be used to develop the students' concentrations in Writing and Reporting, Editing, Design, Photojournalism, New and Emerging Media, Public Relations and Broadcast News. However, students are not required to combine their electives into a fixed concentration, and, in fact, about two-thirds of the 2010-11 students listed no concentration.

The department also offers a 24- to 25-hour journalism minor.

In the fall of 2003, the unit launched a revision of its curriculum to include New and Emerging Media, resulting in the seven concentrations listed above. During the year of record, the Writing and Reporting concentration required one three-hour core course and nine hours of electives. The

concentrations in Editing, Design, Photojournalism, New and Emerging Media and Public Relations all required nine core hours plus three hours of electives. The Broadcast News concentration required nine core hours plus six hours of electives for a total of 15 hours.

In five of the seven concentrations, the courses have considerable overlap, and electives for each concentration come from a similar menu. Many of the concentrations show small student populations: seven in Writing and Reporting, six in Public Relations, three in Editing, four in Design, four in New and Emerging Media. Photojournalism shows nine students committed, but only Broadcast News with 19 students reaches double digits.

Some students say the concentrations provide a signal to potential employers that they are especially prepared for careers in a specific area, but almost two-thirds of the total Journalism majors do not declare a specific concentration. The unit head says that the reason so many students do not declare concentrations is that many come into the program as transfers from other institutions or from majors elsewhere on the EIU campus. Other students say they have not declared a concentration because they prefer to take courses in a variety of areas and to learn a little more in each.

The unit has seven concentrations. The following is the curriculum for each.

(1) Writing and Reporting: Beyond the core, Writing and Reporting students must take one required course: Feature Writing. They may then choose nine hours from among the following: Broadcast News, Advanced Broadcast News, PR Writing, Sports Writing, Advanced Editing, Reporting on the Arts and News Media Opinion Writing and Editing.

(2) Editing: The two core courses are Publication Design and Advanced Editing. Students choose six hours of electives from among Photojournalism, Online Journalism, Media Management, Advanced Publication Design and News Media Opinion Writing and Editing.

(3) Design: The three core courses are Photojournalism, Publication Design and Advanced Publication Design. Students choose three hours of electives from among Online Journalism, Advanced Editing and Advanced Photojournalism.

(4) Photojournalism: The concentration in photojournalism requires students to complete Photojournalism, Online Journalism and Advanced Photojournalism. In addition, students must choose three hours from Publication Design, Advanced New Media Design and Interactive Reporting and Design.

(5) New and Emerging Media: This concentration requires students to take Online Journalism, Advanced New Media Design and Interactive Reporting and Design. Students then choose either Photojournalism or Publication Design to complete the 12-hour concentration.

(6) Public Relations: Students declaring the public relations concentration must take Public Relations in Society as their Media and Society course in the Journalism core. The concentration requires four additional public relations courses: Publication Design, Public Relations Writing, Public Relations Techniques, and Public Relations Case Studies.

(7) Broadcast News: Students are required to take three courses: Field Production, Broadcast News and Advanced Broadcast News. They also choose six hours of electives from among the following: Photojournalism, Online Journalism, Sports Writing, Advanced New Media Design, Internship and Interactive Reporting and Design.

One ongoing issue for the unit is that public relations and broadcasting news courses are taught in both the Journalism Department and the Communication Studies Department. Faculty and students alike note that the departments have different cultures: Journalism is professionally and practically oriented while Communication Studies tends to be more theoretical. In addition, Journalism faculty say students in Communication Studies are not required to do as much writing as students in Journalism, which leaves them ill prepared for public relations or broadcasting careers.

The departments have tried to cross-list some courses to make things work better for the students. But it appears that students, faculty and administrators are not content with the current situation.

- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

Students generally praise their classroom instruction, and the dean of the College of Arts and Humanities said that the unit is one of the two departments in her college that place the most emphasis on student needs and student learning. Teaching is clearly a priority of the faculty. Small classes allow individual attention and coaching from faculty and that's clearly valued by students. The unit's curriculum and close relationship with student media emphasize basic skills – such as accuracy and clear writing – as well as sophisticated electronic layout and design. Faculty advisers to the student media do not edit or approve every story before it is published or aired, but they serve as resources for students looking for sources or advice on how to approach a story and critique the student work every day. Students routinely describe the faculty as welcoming and say they feel like part of a family in their department.

Employers say they are pleased with the interns and graduates they hire, noting that EIU seems to be doing its best to give students a solid grounding in the basics and to keep up with changing media needs. One noted that students he hired are prepared to handle the multimedia aspects of video, photography and audio when telling a story or maintaining a website, and they can carry it across the platforms involving social media and Internet.

To remain current in its instruction, the unit draws locally on professionals as adjuncts and brings in prominent guest speakers from organizations across the region, including the St. Louis Post-Dispatch, the Chicago Tribune, MSNBC, and several television stations in Champaign, Millar Communications Strategies of Indianapolis, and United Airlines. In the past three years, 62 guest speakers visited the unit's classes or were part of special programs.

Faculty have recently been recognized for their accomplishments: Two faculty members received a Student's Distinguished Teacher Award – in 2008 and 2009; the department chair was named Educator of the Year by the Scholastic Journalism Division of AEJMC in 2008; another faculty

member won the 2011 Scholarship of Application award given by the Small Programs Interest Group of the AEJMC.

In recognition of student achievement, the unit hosts a banquet in spring and presents awards such as Outstanding Freshman Journalist, Outstanding Senior Journalist, Outstanding Public Relations Student and Outstanding Senior Broadcaster. The unit's chapter of Kappa Tau Alpha also presents a Top Scholar Award to the senior with the highest GPA.

- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

The unit is in full compliance with this rule. No skills classes for Spring 2011 and Fall 2011 had enrollment higher than 20. The enrollments ranged from a high of 17 in several courses to as low as three in Advanced Publication Design. Students praise the small classes and the resulting opportunities for hands-on work.

- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Outside of the classroom, the curriculum is complemented by opportunities for students to work for several media outlets: a Monday-through-Friday independent student newspaper, The Daily Eastern News, both printed and online; a student yearbook, The Warbler yearbook; live 30-minute, student-produced newscasts on WEIU-TV; another 30-minute newscast done about seven times a year on the campus cable TV system; radio news on WEIU-FM; and Fresh, a twice-monthly publication focused on minority affairs that is inserted into The DEN. Public relations students also can work for The Agency, a student-run PR operation started in 1993, which also produces two newsletters.

Students say faculty repeatedly encourage them to take advantage of the opportunities to practice their skills by working for the student media and say they learn a great deal as a result.

While campus media are not under the department's control, most of their staff members are journalism majors, and the department supports those majors by distributing student-fee-funded awards. In addition, a number of journalism faculty members get released time to serve as advisers/supervisors of the student outlets.

The unit discourages students from taking non-paying internships for academic credit, though that option is available. To evaluate the internships, the unit requires students to prepare a report describing and analyzing their experiences and duties. The unit also participates in the Illinois Cooperative Work Study Program, a state program that helps pay salaries for students hired in summer internships. An average of 10 of the unit's students have done internships through the state program each summer since 2006.

The sample of media outlets included in the 2011 self-study includes several big media outlets but primarily newspapers and broadcast entities in smaller markets. Relatively few students have off-

campus public relations internships, but students say their work with The Agency and other student media prepare them well for jobs in the field.

The Daily Eastern News, the student-run newspaper, warrants special recognition for its enrichment of the curriculum and students' education. Students who work at the DEN, as it's called, say it gives them intense practical experience that has greatly enhanced their education and career opportunities. Some said the opportunity to work on a daily student paper was one thing that drew them to enroll at EIU.

The dean of the College of Arts and Humanities, and other campus administrators and faculty said the paper is generally respected and appreciated across campus. It was refreshing to hear campus representatives refer to the "learning" nature of the student newspaper and for them to say they are part of the learning process for the unit's students.

Many broadcasting students work at WEIU-TV's daily 5:30 p.m. newscast and say the opportunities they have to cover "real" news right alongside professionals from other TV stations in the region is invaluable. Students said their experience at WEIU and at The DEN enhance their likelihood of getting internships outside the campus.

Overall evaluation, compliance/non-compliance:

## **COMPLIANCE**

## **PART II — Standard 3: Diversity and Inclusiveness**

### **Unit performance with regard to indicators:**

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

Despite a diversity plan that has no numerical goals or timelines, the unit is more diverse in terms of faculty and students since the last visit. Most faculty describe an atmosphere that is collegial and fair and consider the unit a pleasant place to work. There is near gender parity with women making up 46.2 percent of the faculty and men making up 53.8 percent. The two unit faculty who are racial minorities make up 15.2 percent of the faculty; both have been hired since the last visit. Seventy-five percent of the recent faculty hires in the unit have been female, and 50 percent of the last hires in the unit have been racial minorities. Two female faculty who came up for tenure or promotion since the last visit were successful. No faculty hires have been made for the past three years.

The percentage of racial minority on the unit faculty is higher than that in the university. The percentage of female faculty in the unit is slightly below the percentage (46 percent vs. 49 percent of the female faculty at the university). The unit's minority student population is higher than that of the university.

- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Although discussions with faculty indicate they deal with these topics in their classes, a review of course syllabi found that not all courses have a diversity and inclusion statement as indicated in the self-study. Syllabi indicate the discussion of gender, race and ethnicity appears to be limited to one or two courses. There is no mention/reference to sexual orientation in any of the syllabi. Students had difficulty being able to identify by name women and minority journalists who have made contributions to journalism and mass communications. When they could come up with examples, they were people from the 19<sup>th</sup> and pre-World War II 20<sup>th</sup> century.

- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

No full-time faculty hires have been made in the past three years; however, the faculty is more diverse than the last visit. Seventy-five percent of the most recent faculty hires have been women, and 50 percent of the last hires have been members of racial minority groups. Two of the female faculty who came up for tenure or promotion since the last visit were successful. Untenured faculty say they are clear about tenure expectations and get clear feedback on their progress toward achieving this status.



- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The involvement of the unit with scholastic journalism activities and organizations at the high school and community college level gives the unit exposure to potential first-generation college and transfer students. The unit has minority scholarships, an NABJ chapter and was participating in an open house student recruiting effort when the team was on campus. Minority and female students were observed as integral participants at student media vehicles, including one minority publication, preparing content during the team's visit.

- (e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Conversations with unit faculty and students during the visit described an environment that is collegial, supportive and free of harassment and discrimination. There are no outstanding/unresolved complaints of discrimination in the unit or unresolved grade appeals based on discrimination. The building has an elevator and wide halls, and several of the writing labs have workstations that take into account the needs of persons with certain disabilities. In addition to the course, Race, Gender and the Media, students in other courses have the opportunity to learn about and come to value the contribution and role of diversity in society and media.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 4: Full-Time and Part-Time Faculty**

### **Unit performance with regard to indicators:**

- (a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

As the unit noted in its self-study report, much of the information in this section is governed by the collective bargaining agreements between the university (EIU) and the University Professionals of Illinois, Local 4100 (UPI). The agreements are negotiated, with the duration of each contract between two and four years, and provide detailed processes to evaluate faculty performance.

Beginning in Fall 2011, the unit's faculty are under a plan for faculty performance that spells out expectations and responsibilities in great detail. The faculty Assignment of Duties Guidelines details what is considered a "credit unit." Each faculty member has an expectation of duty related to so many credit units. Under the new agreement, each course is evaluated based on hours of class each week, lab or lecture components, enrollment, technology involved, and amount of writing. The agreement also covers independent studies and honors and graduate thesis credits as well as advising time, additional service responsibilities (i.e. directing a center), and courses with special needs.

- (b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

The unit has 11 full-time tenured and tenure-track faculty members, and two full-time instructors. In fall and spring 2011, the unit had two part-time lecturers. In addition, professional staff members teach courses related to, for example, broadcast production. Again, teaching, research and service expectations are detailed in the union rules. Four are full professors, three are associate professors, four are assistant professors and two are instructors. One associate professor was on sabbatical leave in Fall 2011.

Full-time faculty taught 85 percent of the courses at the time of the site visit. That is comparable to the past three years. Among the full-time faculty are four Ph.D.s, one Ed.D., one J.D. and two M.F.A.s. The university defines all those degrees as terminal. The two full-time instructors have a Ph.D. and a B.A. Six of the full-time faculty members are female, one is African-American, and one is Korean.

- (c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Among full-time faculty members, professional experience ranges from two to 30 years with an average of 9.5 years.

As one alumnus said, the faculty are effective in part because they maintain close ties to the industries. The chair said professional experience is a major consideration in their hiring process and faculty members continue to work closely with the media supported by the unit, including the daily newspaper, the online sites, the magazines, the yearbook, and the radio and television broadcasts. Students reported that professional visitors often are friends and former colleagues of faculty members. In meetings, students could recount those visits and mentioned the networking that resulted from those visits.

- (d) The unit regularly evaluates instruction, using multiple measures that include student input.

The unit performs a number of measurements under its assessment plan. It requires faculty to evaluate instruction and both the assessment committee and curriculum committee regularly review student responses and work to make changes to instruction. This faculty has a good team approach to evaluation and assessment.

- (e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Faculty and administrative staff on campus speak highly of the unit, its leadership and faculty participation in university committees. The chair is part of the team negotiating the union contract this year, and the dean says, “Everyone on campus knows him.” She also says that the unit is the most student-centered in the college. Faculty members from other units spoke highly of the unit’s students. The unit’s honors program is producing undergraduate research that the dean says is an example to other units. The dean is the former head of the university’s honors program.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

### **Unit performance with regard to indicators:**

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The unit's application of criteria document clearly indicates what activity constitutes research/creative activity. This document is used to fulfill the unit's responsibility under the EIU collective bargaining agreement for tenure, promotion and salary increases. The union negotiations are specific and detailed as to what is expected and rewarded.

- (b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

Research, creative activity and/or professional activity expectations are covered clearly in the applicable collective bargaining agreement and the unit's application of criteria document.

- (c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The method by which faculty are evaluated on research, creative activity and/or professional activity is covered clearly in the applicable collective bargaining agreement and the unit's application of criteria document. The standards for each level (satisfactory, superior or significant) of a faculty member's research/creative activity are clearly stated. Discussions with faculty indicate the criteria have been communicated to them and are clear. One faculty member expressed a desire for a more liberal definition of research when a service project produces new information.

- (d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

The unit was found out of compliance on this standard during the last visit. Since then, the unit has raised its research profile. According to CV and other data, faculty research, creative and professional activity is brisk and broad. There is ample evidence that faculty are communicating the results of their scholarship to other scholars, educators and the public through the nearly 200 instances of grants, books, creative works, refereed journals and conference papers, invited papers, book reviews and presentations to state and national media groups. An examination of the faculty's productivity by rank indicates 61 instances of research/creative activity by full professors, 73 instances by associate professors, and 61 by assistant professors.

- (e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Ten of 13 faculty members have received travel funding, grants and other department university support for their scholarship. Four faculty members have taken sabbaticals or leave without pay to engage in research/creativity. Faculty said they would appreciate more support for research and travel but understood the financial restraints that affect the unit.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 6: Student Services**

### **Unit performance with regard to indicators:**

- (a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Freshmen are advised by the University's Academic Advising Center in their first semester and assigned faculty advisers in the unit during the second. Advisers are assigned based on personal preference and career interest; students who choose to change advisers as their interests evolve are generally able to do so. Advisers utilize a standard checklist to review requirements and other options with students. Students indicate that they are satisfied with advising they receive and generally do not experience problems understanding requirements for graduation.

- (b) Faculty are available and accessible to students.

The students and faculty of this unit are exceptionally close. They get to know each other well through multi-layered interaction in the classroom and by working together on extra-curricular activities. In addition to providing students with personalized attention in classes that are typically small in size, faculty serve as advisers to campus media and student professional societies and provide academic and career counseling. Students report that their accessibility to faculty members who take a personal interest in them is one of the distinguishing characteristics of the unit.

- (c) The unit keeps students informed about the activities, requirements and policies of the unit.

The culture of the unit is very collegial and open, and students are kept informed primarily through their ongoing communications with faculty and staff. The student public relations agency also produces three student newsletters during Fall and Spring semesters: one for the unit overall, one for public relations majors and minors and one for broadcasting students.

- (d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Virtually all students in the unit report serving in some capacity with one or more of the student media. Student publications include The Daily Eastern News and its companion website, a yearbook, and a twice-monthly report about and for the minority population on campus. A television and radio station serve as laboratories for students interested in broadcasting. Students produce and present a live 30-minute newscast Monday through Friday for WEIU-TV and brief newsbreaks for WEIU-FM and an Internet service. A student-run public relations firm, The Agency, serves clients on and off campus.

Students are also active in student societies including the Public Relations Student Society of America, the American Copy Editors Society, the Society for Collegiate Journalists, and the National Association of Black Journalists.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

The unit gathers, maintains and analyzes enrollment, retention and graduation rates. This relatively small unit has a good understanding of the factors influencing student success on an ongoing basis and is viewed as being responsive to student needs.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 7: Resources, Facilities and Equipment**

### **Unit performance with regard to indicators:**

- (a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The unit does have a detailed annual budget for all resources. Total budget for FY10 was \$1,173,221; for FY11 it was \$1,089,611. This year, the budget is slightly less at \$1,088,563.

As noted, the unit does not have a strategic plan. Its budget is allocated annually by the dean of the college. In addition, the unit receives technology allocations that allow it to replace computers on a three-year cycle. Equipment for the campus media comes from their budgets. The chair has some discretion in moving funds around within the department allocation.

When atypical expenses arise, such as an accreditation visit, the dean of the College provides financial support.

- (b) The resources that the institution provides are fair in relation to those provided other units.

The unit received 7 percent of the college's operational budget in FY 2010 and FY 2011. In the current year, the unit received 5 percent of that budget. Given the size of the unit, this reflects a fair share of the budget. Additional dollars are available through some gift funds and other university allocations, such as technology-fee generated income. The unit did not receive approval for its request for additional course fees; however, the provost did not allow any unit to add new fees.

- (c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The unit shares a bright and open building with another department. Remodeled in 1998, Buzzard Hall is remarkably up to date and well kept. It provides ample space for its classes, labs, offices and campus media operations. In addition, the building is designed with a lot of open space and seating areas where students can get together informally.

Within the main office complex is a reading room/student organization room containing shelving for periodicals, books, and other material, a meeting table, couch and chairs. It is equipped with a cable-connected television and a computer, which has access to the library's databases, the Internet, the departmental server, email and laser printer.



- (d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

Students and faculty generally express satisfaction with their access to up-to-date equipment in the classroom, in labs, and in the campus television, radio, newspaper and other print vehicles operated from facilities based in the school. With the addition of multi-media and new media courses, the unit needs to provide access to more still cameras, video cameras and video editing equipment. The recent campus-wide freeze on course-based student fees that could be used to purchase instructional equipment makes it difficult for the unit to continue to provide all the necessary equipment.

- (e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

While the unit maintains a small library with essential resources and offers a reading room that students may utilize, it also benefits greatly from an excellent central library. The unit, like others on campus, is served by a dedicated librarian who is both knowledgeable about the needs and requirements of students and faculty in the unit and responsive. The library also conducts programs for the broader community and routinely utilizes faculty from the unit as guest experts.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 8: Professional and Public Service**

### **Unit performance with regard to indicators:**

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The unit maintains good contacts with alumni and encourages ongoing interaction with them through a listserve and Facebook pages for alumni of the student newspaper and for the unit. At least twice a year, it produces a newspaper for alumni featuring news about the unit and alumni updates. In addition to bringing alumni and other professionals to campus to speak to classes, the unit utilizes them to help teach workshops it conducts for professionals and high school journalists and educators. Alumni working in the journalism and communications fields report that the close ties they form with the faculty and other students while in school continue to be useful to them as they progress in their careers. They value the education and opportunities the unit provided them and feel a responsibility to support the unit in return.

- (b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

Faculty members direct the activities of the Mid-America Press Institute, which is headquartered in the unit. Made up of more than 50 newspapers from more than 20 states, MPI conducts five continuing education workshops each year. Faculty have also been in leadership positions for College Media Advisors.

- (c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty participate in and attend conferences and workshops of numerous professional societies with the support of the unit. They are active in AEJMC, PRSA, Society of Professional Journalists and other professional associations.

- (d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

The unit is highly regarded on campus and in the community for its service. The student media are the most visible manifestation of this service ethic. Although not under the direct control of the unit, student media are all strongly associated with the unit. They are based in the same building as the unit and rely upon faculty members as staff, advisers and coaches. Faculty also integrate assignments

for student media into classroom instruction. Virtually all students participate in one or more campus media during their time in the unit.

Faculty and alumni also serve as speakers for educational events held in conjunction with other departments and with the Booth Library. A special exhibition the unit presented with the library on Local Coverage of Breaking News, for example, was the occasion for a number of seminars on related topics.

- (e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The unit's longstanding support of and commitment to scholastic journalism is a highlight of its service to the profession. Faculty members serve in leadership positions for scholastic journalism organizations, orchestrate competitions recognizing outstanding student work and conduct workshops for high school educators and students. The unit acts as headquarters for the Illinois Community College Journalism Association and has sponsored its fall publication workshop for the past 25 years. A faculty member is executive director of the Illinois Journalism Education Association, a statewide organization of high school newspaper, yearbook and broadcast advisers and journalism teachers. Among IJEA activities the unit administers are awards for the All-State Journalism Team, journalist of the year and administrator of the year. IJEA and the unit also organize statewide journalism competitions sponsored by the Illinois High School Association, the organization that administers high school sports. Photojournalism professors and student photojournalists have led daylong workshops for the past two years to help high school journalism professors and their advisers improve their photography skills. In partnership with the Illinois Press Foundation, the unit has conducted workshops to teach multimedia techniques to high school educators. The Foundation and the unit also run a two-week high school journalism workshop each summer during which students produce three publications and multimedia packages, serve three-day internships and are taught by a group of more than 20 professional journalists.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

## **PART II — Standard 9: Assessment of Learning Outcomes**

### **Unit performance with regard to indicators:**

- a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

The unit’s assessment plan takes each of the Council’s previous 11 professional values and competencies (on which this year’s accreditation report is based) and provides assessment measures. The plan was first implemented in spring 2004 in response to the ACEJMC assessment standard but also to comply with Eastern Illinois’ university policy.

Most of the values and competencies are covered in several courses in the curriculum. However, to make assessment as manageable as possible, a limited number of courses was chosen to assess each core value and competency. In most cases a course was chosen because its primary focus revolves around a particular value and competency. Once courses and core values and competencies were matched, appropriate assessment measures were identified.

Syllabi contain learning objectives for most courses, but the objectives are not always clearly apparent in the syllabus. However, the team was not able to identify any effort to directly state in the syllabi how course objectives correlate with the ACEJMC values and competencies.

- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The unit rewrote its plan in Spring 2004 and revised it in August 2004, Spring 2007 and Spring 2008. The plan includes assessment using direct measures like testing for competencies across selected courses and electronic course portfolios. It also includes indirect measures such as information from internship evaluations and exit interviews.

- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The unit stays in touch with alumni via a regularly published newsletter and an “alumni” link on its Web page that features both stories about the department and a comprehensive list of graduates.

The unit maintains a Facebook page that graduates and current students are encouraged to like. The page is used to update alumni and current students about department events.

During the senior exit interview, students are encouraged to stay in touch with the unit and are encouraged to return to campus to contribute in a variety of ways. Graduates often do return to speak to classes, and students expressed their enthusiasm and appreciation for those visits and the chance it gave them to network with successful alumni.

- (d) The unit includes members of journalism and mass communication professions in its assessment process.

Two panels of professionals and academics from other institutions meet every other year to examine a random sample of 30 percent of student portfolios using designated rubrics for each core value and competency.

An alumni survey as an indirect measure was administered in 2006 but received such a poor response rate that it has not been repeated.

- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

The unit reviews the data from assessment annually. The data go to a departmental assessment coordinator who makes a report each year at the summer faculty retreat, a report that the unit says generates spirited discussion. On the basis of exit interviews with graduating seniors who indicated they were uncertain that they had received a good grounding in journalism history, the faculty voted in 2007 to begin requiring History of American Journalism as part of the unit's liberal arts requirement. Faculty hope to see improved awareness of journalism history in responses to exit interviews when the students affected by the new requirement begin graduating in 2012.

In August 2011, the faculty decided the assessment results for News Writing were so troubling that a special ad hoc committee was formed to meet during the current academic year to discuss the results and help decide whether coursework or teaching approaches need to be changed or whether faculty expectations of students in the course are too high.

Outside evaluators in a previous round had commented that the assessment assignment for Feature Writing did not fit with a feature writing assignment. As a result, news story simulation software that the department uses to assess its writing assignments was adapted to assess feature writing.

The unit evaluated student work in Broadcast News and Advanced Broadcast News for the first time in summer 2011. The faculty members who teach most of those courses served on the assessment committee, and the entire committee discussed course objectives and what assignments could be used to assess those objectives.

The department continues to be concerned with journalism majors' comfort with mathematical concepts. Several years ago, faculty added some of the basic math problems that journalists regularly encounter to the courses required of all journalism majors with the idea that repetition of key math concepts would increase students' comfort level with math. However, recent student responses continue to indicate a low level of student confidence regarding their math skills.

Summaries of the results of these measures also are sent to the Eastern Illinois Center for Academic Support and Achievement. The director of the Center returns a response to each unit's assessment

program after it has been examined; the 2011 response was effusive in its praise of many parts of the assessment plan and process.

Overall evaluation, compliance/non-compliance:

**COMPLIANCE**

### **PART III: Summary by site visit team**

#### **1) Summarize the strengths and weaknesses of the unit.**

**Strengths:**

- Students, faculty and others on campus all praise the warm and close relationships between faculty and students and the way that relationship enhances learning.
- The faculty have significantly increased the level of their research/creative activity since the last accrediting visit.
- Assessment practices are firmly established, and the faculty uses the assessment results to change and improve classes and the overall program
- The unit does an admirable amount of service work, including its support of scholastic journalism throughout the state of Illinois and the nation.
- Students have many opportunities for working on award-winning campus media.
- Facilities are better than those at many larger schools. The campus continues to invest technology resources in the unit.

**Weaknesses:**

- The unit does not have a strategic plan. Although the university does not require one, administrators spoke to wanting a clearer vision of the unit's plans.
- The unit has seven concentrations; some of them have fewer than 10 students in them. The majority of the unit's students have elected not to choose a concentration.
- Faculty and students as well as administrators outside the unit noted that both the Department of Journalism and the Department of Communication Studies offer majors in Public Relations and Broadcast News. The issue was referenced in the last accrediting report and has yet to be addressed.
- The university has seen a decline in enrollment, as has journalism. The unit has 145 students, down from 209 at the time of the last visit. There is no recruitment plan in place, but the unit is aware of the decline in enrollment.

**2) List the standards with which the unit is not in compliance. NA**

**3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards). NA**

**4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed. NA**

**5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation. NA**

- 6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

Deficiencies noted in 2005:

The 2005 site team found the unit had a lack of success in hiring additional minority faculty. As noted in the review of the diversity standard in this report, the unit hired two additional minority faculty since the last visit. Also, in 2005, the team found the unit lacked a good alumni-tracking system. In 2011, the team saw the addition of such a system as well as such efforts as an “alumni” button on the unit’s homepage.

The 2005 site team found the unit out of compliance on Standard 5: Scholarship: Research, Creative and Professional Activity. Since that time, the unit has improved its publication, research and creative work output. The unit has accomplished this primarily through new hires, but some tenured faculty also have increased their productivity in this area. The chair has some latitude to reallocate teaching time for demonstrated research productivity and he has used that judiciously to support research.

- 7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members’ judgment of the self-study.**

The self-study was clearly and concisely written. The inclusion of the electronic format was helpful. The unit also created a secure and hospitable environment as well as a glitch-free technology setup.